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ABSTRACT

The researcher believed that the value of library service could best be measured by its ability to contribute to psychological development via quality reading. Questionnaires were administered to 34 college students, ranging from freshmen to graduate students. The students were tested to determine each individual's level of psychological development, quality reading level, and attitude towards library service. Correlation coefficients were computed to indicate positive or negative relationships between these factors. Resulting indicate position as negative relationships between these factors. Resulting statistics revealed a positive relationship between psychological development and quality reading; a positive relationship between quality reading and library service; a positive relationship between psycho-reading level and library service; a negative relationship between psychological development and library service. (Author)

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THE RELATIONSHIP BETWEEN PSYCHOLOGICAL DEVELOPMENT, QUALITY READING, & LIBRARY SERVICE: AN EXPLORATORY, STATISTICAL STUDY

Research Project
Conducted at K.S.T.C.,
Emporia, Kansas,
1972

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LI 004 021

S U M M A R Y

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BACKGROUND AND NATURE OF THE PROBLEM

The problem of how books affect readers has been considered from three major viewpoints. The first has been from the viewpoint of pornography. Paul Blakely, for example, cites the research of David Loth's study entitled The Erotic in Literature which revealed that: "reading about sexual matters or violence has not been shown to lead to delinquent acts."[1] Secondly, from the viewpoint of pathology, books have been recognized as performing therapeutically to aid mental disorders incidentally or through planned programs of bibliotherapy.[2]

The third major viewpoint from which reading's effects have been considered is psycholinguistics. It concerns itself primarily with the inhibiting effects of poor reading skills upon learning. Factor analysis is used as a statistical research tool to isolate such elements as "general reading level," "delayed recall," "word knowledge," and "general comprehension."[3]

The dissembling of sentences in psycholinguistics has led many to believe, along with Gene Kerstiens, that the "computer will become helpful, if not necessary, in preliminary diagnosis, in placement, in counseling and in preparing individualized programs for students who otherwise would get lost in the academic machinery and fail to receive help in specific skill deficiencies."[4]

However, Noam Chomsky, of the Massachusetts Institue of Technology, states that "an appreciable investment of time, energy

and money in the use of computers for linquistic research. . . has not provided any significant advance of our understanding of the use or nature of language."[5] He submits further that these judgements are "hardly debated by active linguistic or psycholinguistic researchers."[6]

Two recent studies, ono conducted by Paul Blakely, and the other conducted by Roger Farr, seem to represent a shift from these three major viewpoints. Blakely's research, entitled "An Exploratory Study of the Emotional Responses to Reading," was conducted for the purpose of "making some tentative first steps towards identifying and understanding emotional concomitants of reading."[7]

Blakely worked with subjects "presumed to be sensitive to phenomena of human development and learning and/or verbal behavior. The subjects were 414 men and women enrolled in colleges and universities."[8] He was able to establish that the subjects perceived emotional responses occurring in concomitance with reading and that differences accrued according to age, sex and major field of study.

Farr's study, entitled "Reading: What Can Be Measured," concerned the correlation between reading achievement and intelligence test scores. A similar set of variables were considered with a significant point being established in regard to age. A direct correlation was found between the increase of chronological age and the increase of intelligence test scores and reading ability. It was concluded that "at higher levels, those who are

still in school are either brighter and/or better readers; those who are bright but could not master reading have dropped out of school, especially by the college level."[9]

The study concluded that reading appeared to be a more significant factor to advanced learning than scores on intelligence tests. The researchers could "not interpret an identity between intelligence test scores and reading achievement correlations of .80 which leave 36% of the variance unaccounted for."[10] E.P. Bleismer's study entitled "Reading Abilities of Bright and Dull Children of Comparable Mental Ages," was cited as being important because the five factors he had identified: "chronological age, amount of education, experiencial background, motivation, and self-concept," could not be ignored.[11]

STATEMENT OF THE PROBLEM

The problem is what effect reading might have on psychological development and what role the library might have in the process. Past studies seem to have brought the three major viewpoints towards reading's effects to the consideration of the importance of Bleismer's five factors. An examination of these factor's implications may help clarify why the problem of reading should be concerned with psychological development and in what way the reading function itself is significant.

At first, it might appear that only the last three factors: experiencial background, motivation, and self concept, have a psychological relationship to reading. However, if the influence

of reading on the mind is to be fully explored, chronological age, the first factor, must be considered not in regard to itself, but in regard to the individual's concomitant psychological "age".

If a psychological age, or level of psychological development, can be established as the first factor, then the last three factors: experiencial background, motivation, and self concept, will be accounted for within a total psychological environment. In this way, separate psychological elements need not be superficially isolated ex post facto.

Likewise, if reading is the consideration at hand, to approach education, the second factor, from the standpoint of formal schooling does not relate directly to the problem. It is not the quantity of the formal training which is significant, as the psycholinguists and others are beginning to understand, but the quality of the reading function itself which must be considered. In this context, it is not surprising that efforts to correlate reading ability to intelligence tests scores render inconclusive results.

HYPOTHESIS AND QUESTION RAISED

The hypothesis to be tested is: There is a direct relationship between quality reading and psychological development.

The question to be raised is: To what extent does library service relate to the interaction between quality reading and psychological development.

NEED FOR THE STUDY

Blakely states in the preface to his study that "decisions of far reaching consequences for censorship or free publications, for highly structured reading guidance of young people or for liberal exposure of them to all sorts of publications continue to be made on dogmatic bases."[12]

At the same time, knowledge of reading's effects continue much as McKeon and others have described it:

> There is little methodological and objective knowledge of the psychological effects upon those variously exposed to the six major media of mass communication . . . among all of these . . . it appears that least is known about the effects of book reading . . . . Intensive studies of the psychological effects of books upon their readers are almost entirely absent.[13]

Librarians have issued much comment concerning book reading and its effects, but it seems to be premised, primarily, upon dogmatic bases rather than on intensive study. Consternation pervades the field as those alarmed for libraries wave a shaky arm towards George Steiner's comment: "Today, the pact with and against time, with and against the authority of the individual ego, operative in the classic act of writing and reading, is wholly under review."[14] Too often the ghost of a sympathetic poet is evoked, such as Emily Dickenson, who can tell us: "There is no Frigate like a Book/ To take us Lands away,"[15] so that we may delude ourselves into believing that the problem will go away.

Issuing an argumentum ad hominum, such as: "Those who do not read are by that much handicapped in the search to find explanations

about ourselves,"[16] does not seem to shed valid light on the problem. Nor does the contention that books are like women coming in various forms, "their moods infinitely varied - playful, serious, coy, dangerous; their covers designed to entice you to see what is underneath,"[17] seem likely to heighten the research status of the field in this area.

Dan Melcher's pronouncements regarding the book's positive potential probably represent the most provokative voice heard within the library field, even if they are still in the domain of dogmatic rhetoric: "Let's face it, as a general-purpose teaching machine - actually I prefer the term learning machine - the book can outperform virtually every more recent competitor."[18] He takes each other media of learning to task, stating that programmed learning will probably result in "automating the trouble instead of curing it."[19]

The profusion of dogma favoring books in an age when "The book has many enemies, notably those with something more expensive to sell,"[20] may help to keep bibliomania alive among librarians and book publishers, but such persons seem least likely to lose their commitment in the first place.

Even many alarmists agree that books are still an active part of the current scene: "Motion picture, tape, radio, television, records - these have not thrust aside interest in books or the desire to learn from them."[21] But even with the activity of the linguists and psycholinguists to center attention on the reading process itself, we find Professor George D. Spache proclaiming: "Merely because a pupil can read with adequate

comprehension for ordinary purposes does not imply that he can or will eventually read critically."[22]

The extent to which critical or creative reading obtains needs to be intensively examined. The survey of perinent literature made by Gray and Rogers revealed that: "Whereas the need is widely recognized for a high level of competence in reading among young people and adults, very few detailed analyses have been made of what is involved."[23]

The need is also apparent for the effects of reading to be linked to the adequacy, inadequacy, or shortcomings of library service. The field of librarianship should manifest more than an abstracted concern, or generalized consideration of the problem of reading's effects. Few businesses would dare to function upon such a limited knowledge of their major product.

THE PURPOSE OF THE STUDY

The purpose of the study will be to determine the correlation between quality reading and psychological development so that the role of library service as an agent for facilitating the development of mature, autonomous individuals can be better understood and appreciated. Some of the anticipated results are as follows.

Those subjects scoring high on the scale of psychological development will have advanced far enough along the continuum to be approaching mature autonomy. If they score high on the quality of their reading, it will reveal that they are reading books which stimulate them to think critically and creatively. This will demonstrate that they are able to relate the reading material to reality factors in order to synthesize new reality concepts. Scoring high on both these sections of the test, the subjects will demonstrate that quality reading accompanies psychological growth, possibly as a sustaining or facilitating factor.

If the reverse holds true, with other subjects scoring low on their psychological level of development and also on the extent of their quality reading, the relationship will still hold true. It cannot be expected, however, that all subjects will score at one extreme or the other. Nor can it be expected that all results will be completely consistent. The correlation only need be greater than zero to establish a positive correlation. Most college students are still at a formative period, psychologically, and their reading is often determined by their class requirements.

These and other variables will have to be taken into consideration

It will be expected that college students should manifest some degree of quality reading. They should be functioning at least on a stage two: enlightenment and idealistic level of psychological development, and they should at least be approaching the stage three: disillusionment, challenging and reality-confrontation level of psychological development. Most college students will be expected to score within the confines of these two levels, showing some characteristics of an emerging, stage four, or autonomous and mature state of mind. A few subjects may score very high, on the stage four level of psychological development. Hopefully, they will also score high on the degree of their quality reading. Those scoring at the stage one level of psychological development will most likely score low on the degree of quality reading which they engage in, if the hypothesis of this study proves to be correct.

In regard to the question of library service's contribution to the process, it can be expected that those scoring low on both of the first two questionnaire sections, will be reading only text books in order to pass tests and perhaps a few paperbacks which they read because "everyone is reading them," They will read the books only for the books' sake and not for any additional meaning which they could extrapolate for themselves if they were reading quality books with which they could interrelate creatively. Such persons will probably have little use for the library. The crucial consideration will be to what extent these persons might respond to new library services and to what current services or policies are they responding negatively.

Subjects scoring on the stage two and three levels of psychological development will be presumed to be more demanding in their need for library materials. They will need information immediately to supplement definite interests and the problematic issues which they are confronting. Whether or not the library is adequately supplying these materials when the subjects desire them is the important question for these levels.

Those subjects scoring on the stage four, or mature and autonomous level of psychological development, will also need a great deal of efficient service, and probably of greater variety than those on the previous levels. Maintainance of this state of self sufficiency will require continued reinforcement via a steady supply of quality reading to keep the mind active and rationally critical in its evaluations.

Fundamental to all levels of psychological development is the question of what areas of library service are most effective in facilitating the transmittal of quality books, and to what degree the subject feels a need for extended library services above and beyond what is currently offered. It will be expected that subjects on all levels would react favorably to a readers' advisory service which would give them individual attention in finding the books which would most help their personal development.

No matter how high an individual has scored on an IQ test or on individual class exams, the ability to memorize facts and break them down will not help the individual to progress beyond the in-

hibitions of preconcieved notions, unrealistic ideals, or disillusioned despair. Whereas there is a "general tendancy for people to emphasize the direct acedemic benefits derived from reading and forget the subtle and equally important effects upon the psychological and social behavior of individuals,"[24] this study will attempt to substantiate that reading is one of the key factors contributing to psychological development and librarians have the prime responsibility for facilitating this process.

THE JUMPING OFF PLACE

This study expands upon what is already known in three areas as they exist independently and as they interrelate: psychology, reading, and library service.

PSYCHOLOGY

The acceptance of developmental theory can easily be substantiated by referring to such recent works as Albert Brill's Ascendant Psychology, Erick Erickson's The Challenge of Youth, Heinz Hartmann's Ego Psychology and the Problem of Adaptation, Abraham Maslow's Toward a Psychology of Being, to mention only a few. Identifications of certain characteristics of specific stages have been made as early as in Shakespeare's "stages of man" speech, Act II, Scene 7, of As you Like It, to the current issue of Ladies Home Journal in which Dr. Harris discusses the teens in which "the herd instinct is at its peak."[25]

It has also been accepted that creative, critical thinking is the indispensible agent for progressing toward a mature and autonomous psychological state. Carl Rogers equates creativity

with psychological health itself and cites "man's tendancy to actualize himself, to become his potentialities,"[26] as "the mainspring of creativity." The ability of the individual who is thinking critically and creatively to recognize the limitations of his current state of psychological development and thereby strive towards a more mature orientation is recognized in Guilford's research in which he hypothesized that a factor would have to be present for development which contributed to a "sensitivity to problems," more recently identified as belonging in the general category of evaluative abilities.[27] Such an attribute, whether called "fluency of thinking," "spontaneous flexibility," "adaptive flexibility,"[28] or simply what Maslow calls being the "fully functioning person,"[29] is always linked to the higher mental processes of critical and creative thinking.

However, whatever modus operandi has been employed by psychologists and theorists of human behavior to delineate stages of development and to charaterize the attributes contributing to psychological development, the fact remains that no reference is made to the fuel on which the mind eager for experiential advancement is to prosper. Given the highway of the developmental continuum and the high power engine of the creative mind, the facilitating fuel on which the engine is to propel itself down the highway toward psychological maturity remains unnamed. "Too many fail to realize that the food for mental advancement is not the same as the food for physical growth." (Corrick, 1968) That quality reading provides this very fuel is the knowledge that this study will add to what is currently known about psychological development.

READING THEORY

That the perspective of linguists and psycholinguists has become so microscopic that the attributes of the forest are ignored in favor of the shape and location of the bark on each tree is a matter of historical and recent fact. It is no mistake that psycholinguistics finds its origins in the the behaviorist theory of Watson, Weiss, and Wundt, so that of Bloomfield, the fountainhead of psycholinguistics, it is said: "There can be no doubt that Bloomfield's greatest contribution to the study of language was to make a science of it."[30] He "uncompromisingly rejected all prescientific methods" so that there would be "no tacit reliance on factors beyond the range of observation."[31] Erwin Allen Esper comments upon the ramifications this orientation has had for the field of language study by stating:

> the "meaning" of language - its relation to human environments on the one hand and to practical and cooperative behavior on the other - has tended, from early in the 19th century to the present, to be regarded. . .as an area of research either by nature outside the competance of linguistics or because of present lack of knowledge and methodology, to be postponed to some distent future.[32]

It is the purpose of this study to bring that "distant future" close at hand by establishing the viability of a methodology which places language into the context of human functioning and practical use. The use of meaningful reading, or quality reading, as it is referred to in this study will be shown to be a function which can analyzed effectively even if it is an organic process resulting from a book's total effect rather than the effects of sentence segments or syntactical units.

The importance of creative synthesis to psychological development has been cited. Reading becomes the significant fuel for psychological advancement when it stimulates and produces creative synthesis. Until Arthur Koestler's The Act of Creation was written, the mechanics of creative thinking were superceded by studies of genetic constitution and social environmental influences.[33] But with the advent of a "systematic study carried out by one of those rare individuals who himself happens to possess this peculiar gift of creativity,"[34] the foundation is laid for determining the presence or absence of creative synthesis in specific areas of mental activity, in this case, in the area of reading.

Koestler's theory of creative thinking obtains on three emotional domains: Humour, Discovery, and Art. Moving from humour, through discovery, to art (see illustration on next page), "The emotional climate changes from aggressive to neutral to sympathetic and identificatory."[35] For example, "The comic simile has a touch of aggressivenes; the scientist's reasoning by analogy is emotionally detached; the poetic image is sympathetic or admiring, inspired by a positive kind of emotion. . . .The movement is from an absurd through an abstract to a tragic or lyric view of existence."[36]

The importance of Koestler's emotional domains for this study is that creative activity can thus be understood as not merely a part of fictional reading, but as a part of nonfictional, informative reading as well. Also, a book can function creatively if it is mostly of a humorous type, rather than being purely aesthetic.

The significant factor in each domain is the mergence of two frames of reference. Whether a book is primarily humorous, inform-

THREE EMOTIONAL DOMAINS OF CREATIVITY

From Arthur Koestler's The Act of Creation, p. 24

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ative, or aesthetic is subordinate to the book's ability to stimulate the reader to compare the book's frame of reference to his own. Furthermore, Koestler's emotional domains are not meant to be absolute or mutually exclusive. A book may often function on more than one, or promote all three of the emotional "climates".

The primary consideration is the creative act itself. Koestler differentiates the creative act, which "always operates on more than one plane," with "the routine skill of thinking operating on a single plane."[37] "The latter may be called single-minded, the former a double-minded transitory state of unstable equilibrium where the balance of both emotion and thought is disturbed.."[38]

This study will utilize Koestler's theory of the creative act for determining if the reader of a specific book has been stimulated by the book to think on the double plane level. If the book has promoted this creative thinking, the book can be considered a quality book. Such a book, by unsettling and challenging the reader's current frame of reference, will thereby contribute to the re-evaluation of the reader's self-concept and world view so that he will be more likely to progress toward the more independent, autonomous frame of reference which has been called "stage four".

SYNTHESIS: THE ROLE OF LIBRARY SERVICE

By establishing the link between quality reading and psychological development, the question of the librarian's role in the process

will be raised. How and for what purpose the subjects have obtained their reading material; the adequacy, inadequacy and potential of the library to provide quality books will reveal to what degree library services have entered into the process and suggestions can then be made concerning how and why the librarian should become a more and more effective agent in the process if this is not currently the case. Given the positive correlation between quality reading and psychological development. as the most possible outcome of the study, the extent to which the subjects have depended upon library services to aid their choice of material and the obtaining of that material will reflect directly upon the library services as the stationmasters, supplying the fuel on which the creative processes can prosper.

The librarian stands in a unique position, in the handling of books, between the teacher and the bookseller. The librarian is not handling books for commerical purposes nor is the librarian using the books' content as a measure for administering grades. Technical services must get the books into the library and organized so that they are accessible. But beyond that, some librarian must be available to answer patrons' questions. Whether this person who must deal directly with the patron be called "public services librarian," or more specifically, "reference librarian," or even more specifically, "readers' advisory librarian," that librarian is in the singular position of effecting what Carl Rogers calls the "helping relationship". By that term he means "a relationship in which at least one of the parties has the intent of promoting

the growth, development, maturity. improved functioning, improved coping with life, of the other."[39]

By establishing the relationship between quality reading, psychological development, and library service, this study will lay the foundation for greater knowledge and appreciation of the crucial role the librarian can play in the cultivation and maintainance of psychological health for the individual and society as a whole.

DEFINITION OF TERMS

Creative Act. The process of double-minded thinking in which associations from the mind's current frame of reference and another frame of reference produce a transitory state of unstable equilibrium, stimulating the mind towards a resolving synthesis, according to the theory of Arthur Koestler.

Emotional Domains: The humorous, logical, and aesthetic "climates" of the creative act which range from the objective aggressiveness of laughter, through the detached reasoning of scientific inquiry, to the subjective sublimity of aesthetic identification, according to the theory of Arthur Koestler.

Library Service. All elements of the library establishment which affect the patron's procurement of library materials.

Psychological Development. The degree to which the individual has progressed along the continuum of the four stages of psychological advancement toward mature autonomy.

Quality Books. Those books which are creative works contributing to multi-plane, critical thinking and synthesis for the reader, as will be revealed through the second section of this study's questionnaire.

Quality Reading. The reading of quality books so that the reader synthesizes the conflicting frames of reference exposed in the book's content into a new self-concept and a more realistic world view, which process will be illustrated through the second section of this study's questionnaire.

Reality Factors. Objective facts, outside the individual's mind, with which the individual must contend for the accomplishment of the individual's goals.

Stage One. The childhood level of psychological development in which the individual functions upon the basis of authority figures, to which the individual conforms, rather than acting upon his own, independent judgements.

Stage Two. The adolescent level of psychological development in which the naïveté of childhood unites with a new awareness of life, or enlightenment, so that the individual functions on the basis of idealism rather than dependently or realistically.

Stage Three. The adolescent level of psychological development in which the individual reacts against the thwarting of ideals by reality factors and functions on the basis of a disillusioned need to challenge the reality factors and confront them aggressively.

Stage Four. The adult level of psychological development in which the individual functions autonomously, realistically, and independently, having progressed through the previous stages.

RESEARCH DESIGN

Questionnaires will be administered via group testing to approximately fifty students. Grade levels will range from freshmen to graduate students. The questionnaires will be administered to students in English during their class time.

The questionnaire will consist of three sections. The first section will measure the level of psychological development. These questions of the first section are divised in adherence with the four stages of pyschological development set forth in "A Developmental Theory Towards Mature Autonomy and Satisfactory Interpersonal Relationships." (Corrick, 1968). Each of the four levels will be represented by five questions appropriate to that stage of development. The results of preliminary testing revealed that these questions were satisfactory and could remain unchanged for the final testing.

The second section will consist of questions to measure the degree of quality reading recently encountered by the subjects. This section of the preliminary questionnaire, which consists of a checklist of creative interaction with the book on each of the three emotional domains (see appended prliminary questionnaire) will be expanded to provide a more detailed analysis.

The third section will measure the effectiveness of library service in facilitating the obtainment of quality books to the subjects. This section will be expanded and some questions will be changed to provide clearer subsections relating to the efficiency

of technical services, encounters with individual librarians, general attitude towards library service, and what improvements are desired for obtaining better library service.

LIMITATIONS OF THE STUDY

This study will be confined numerically to a maximum of fifty subjects and geographically to the K.S.T.C. campus. A greater number and variance of subjects would yield a more accurate sampling of college students although it would be less expedient, or convenient.

The measurement of psychological development poses a special problem in that the ability of the individual to progress along the continuum cannot show up statistically. For example, a subject may score twelve out of twenty on the psychological section of the questionnaire. Assumedly, because the first five points of the test represent stage one, the second five representing stage two, etc., a score of twelve would seem to reveal an early stage three level of development. However, if the subject only scored one or two points at the stage one level, his transition into the stage two, three, or four levels cannot be considered valid. The supposed identification with stage three behavior is probably merely a pre-adolescent form of ingratiation to what the subject believes to be the "right" answers or to how he would like to behave, but can only express superficially. In any case the presence of such unresolved conflicts can be expected to greatly inhibit further progression if not render the "scored" result superficial. For each subject, the cumulative number of points must be considered of each subsection along with the total number of points.

THE SIGNIFICANCE OF THE STUDY

Only one or two of the students tested by th preliminary questionnaire believed books to be more valuable than the other media. The overwhelming concensus was that they are of equal value. And yet, Mcluhan states that "It is (the electric world) we live in and operate in, but not necessarily the world we think in. Our thinking is all done still in the old nineteenth-century world because everyone always lives in the world just behind."[40] Hence Mcluhan's allusion to Poe's maelstrom. If we are cognizant of what is happening, we can keep pace with and even float atop the technological float which could easily drown our consciousness.

Carl Rogers justifies his theory of creativity and his hope for further research in the area by stating: "The present development of the physical sciences is making an imperative demand upon us as individuals and as a culture for creative behavior in adapting ourselves to our new world if we are to survive."[41]

McLuhan's work exists as a perfect example of the interrelationship between quality reading, psychological development and library service. His work exists thro ugh the medium of books to stimulate and provoke readers to recognize the discrepancy between the passive acceptance of individuals to the technological influences of their environment on the one hand, and the active role which these influences play in determining individual life patterns on the other hand. The majority of McLuhans books depend on libraries for their dissemination, Teachers are aware of the availability of these books in libraries but often fail to call attention

to them. Most teachers are more concerned with getting the students to the bookstores to buy their texts. I just spoke to a graduate student in English who had never heard of McLuhan.

What Anthony Quinton says of McLuhan could be said of all authors of quality books:

> What he claims to offer is . . . a general scheme of individual and social salvation. Compared to all such schemes, it perhaps makes the least exacting demands on those who would like to follow it. They do not have to mortify the flesh or hurl themselves against the armed lackeys of the bourgeoisie or undergo five hundred hours of analysis. All they have to do is to read a few books, a curiously Gutenbergian device.[42]

The business of any profession, says our media guhru, is to save time. "When you know your business, it saves a lot of headaches and a lot of confusion."[43] If librarians knew why quality reading is so vital for the individual, they would probably rush to meet each patron who is obviously blundering about, knowing that he would like to get a good book to read, but not knowing where to begin. They would probably begin reinstituting readers' advisory services, and start cataloging to get books onto the shelves rather than to get each rule complied with perfectly. Many steps could be taken to improve library service, if the necessity of improved service were fully realized.

To realize that research in reading has been concentrated in other fields, and not in librarianship, and that these fields, such as psycholinguistics, have fallen short of a valid analysis of reading, is the first step for librarians in confronting the problem of reading's effects and the resultant implications for

library service. Dorothy Dietrich, of the International Reading Institute, comments on this issue, stating:

> I want to emphasize particularly that the purpose of reading should be defined broadly to include as major goals right from the start not only word recognition, but also comprehension and interpretation, appreciation of what is read, for the study of personal and social problems.[44]

Bibliotherapy has made inroads into medical librarianship, but the psychological effects of books should be of major concern to all librarians. If reading can improve the mentally sick, it cannot be ignored as an agent for psychological development. The fact that 50% of the subjects tested with the preliminary questionnaire had not progressed successfully beyond the first stage of psychological development and manifested a corresponding deficiency in the level of their quality reading, reveals that more attention should be given to the psychological well being of supposedly "normal" people. Thomas' remark that "one of the areas of research needed . . . is the area of the relation between individual reading background and personality development."[45]

And yet, the priority of library service centers on impersonal considerations. "The patron who wants help finding obscure facts is considered more worthy of a librarian's time than the one who needs help in choosing books."[46] Darlene Money states that in library schools:

> Students are given much training in reference service and techniques; automated systems of information retrieval and methods of documentation can be studied. But less and less is being taught about the actual literature in subject fields and virtually nothing is done to prepare a librarian to satisfy that most common request from users, the request for a good book.[47]

Further, it is postulated that "As the technical side of librarianship becomes more and more machine dominated, a process that will continue to accelerate, there will be an increasing danger of all libraries displaying dehumanized and mechanical responses to human beings."[48]

Dorothea Krause asks a fellow librarian: "Would a patron in your library be suprised if you approached him and offered to help him select a book? Would there be a startled look on his face?"[49] And the answer is, "Yes! Many readers look in vain for subject material or for a particular book, not expecting help."[50] Krause stresses that effective service to readers "requires a knowledge of psychology."[51]

But again, library education seems to be handicapping librarians in assuming the level of psychological growth toward which they should be leading their patrons. Barbara Flood submits that:

> Passivity is especially to be decried in librarianship where we have rejected the custodial role and are turning more to innovative, outreaching programs. Is graduate education snuffing out creative sparks? Even a problem solving approach can be locked in and suppress imagination, sensitivity, and unbridled speculation."[52]

It is this very kind of flexible, creative scrutiny with which librarians must encounter their patrons to determine what book is most appropriate to each patron's level of development in order to extend that level through whatever subject or issue the patron is most concerned with. Also, it is this state of mind which will lead librarians to acquaint themselves as thoroughly as possible with books which could be particularly valuable for

their clientele.

Aquanting librarians with the continuum of psychological development and with the fact that quality reading can facilitate the progession along this continuum will be a first step in improving personalized library service. The establishment of the correlation between quality reading and psychological development should raise the status of librarians because: "There is no question but that the specialty of the librarian is the knowledge of books and the ways with which to relate books to people."[53]

If librarians do not rise to this potential of service, psychologists may pre-empt them. Psychiatrists are as cognizant of books' therapeutic effects as are medical librarians working with bibliotherapy. Dunlap and Rose point out that:

> Doctors and psychiatrists are beginning to appreciate the value of reading in treating patients with certain emotional problems, and many, using a leaf from their pad, write out prescriptions for "happy books, fiction and nonfiction.[54]

Even as I am attempting to expand the knowledge of psychology and reading for general use in librarianship, a psychologist is quite possibly working from the other end of the spectrum, expanding the knowledge of reading and psychology for general use in his field. The research status of librarianship in this area should be firmly established before the proverbial twains should chance to meet with librarianship turning up on the short end.

The significance of this study also relates directly to the patrons themselves, who are dependent upon library services.

The mature individual presents a challenge for the librarian in supplying the varied materials which such an individual must need, but the crisis is with the lower levels of development: "As age advances into its successive periods, more and more persons fail to make the transition into a new era of mental maturity, to match the physical advancement." (Corrick, 1968, p.4)

Reading follows a similar pattern. Mann and Burgoyne observe that, "By adolescence the die is usually cast and those who never read rarely come to find reading a pleasure in itself, although they may be helped toward a more mature use of books for the extension of other activites."[55]

Librarians should be prepared to initiate this chain reaction which can lead tc confrontation with quality books to advance the individual's psychological level of advancement. "Book people fondly believe that there is really no such thing as a non-reader," contend Dunlap and Rose. "He just hasn't had the right book yet. This is often true. Many non-readers, properly handled, become avid readers."[56]

Considering service to young adults, Martin notes that in addition to Chicago,

> Data from another large city indicate that high school students and individuals in the early college years make more intensive use of the public library than others; they stay in the building for a longer period of time, make heavier use of the card catalogs and bibliographic aids, and call more on staff members for help and guidance.[57]

If such is the case for public libraries, the same degree of library use should be apparent in school and academic libraries.

The fact that individuals frequent the library more often and at greater length during this formative age than at any other time - at an age when the transition from stage one to stage two should be obtaining and in part effected, makes the challenge of this age group for librarians even more acute.

Comment should be made at this point concerning the measurement of quality reading itself. It was initially thought in this study that quality reading could be measured in terms of the subjects' interpretation of the books, exclusively. That is, if the subject felt he was interacting creatively with the book and manifested a creative response, the book could be considered a "quality book". However, the frequency in the preliminary questionnaire, of superficial transitions, or responses on advanced levels of psychological development when the stage one level of psychological development had not actually been transcended, precluded this supposition. Such subjects often thought they were interrelating creatively, when in fact, it was doubtful that this could have been the case. An "aesthetic" reaction to The Swiss Family Robinson is a case in point. The quality reading section of the questionnaire is now seen to require a more rigorous analysis of the subjects' reading patterns in terms of the books' content itself.

Thomas' comment in this area is noteworthy at this juncture. He states that what we may fail to realize is that:

> A self-prescribed form of bibliotherapy is constantly occurring among those who read what they think is best for them. This is the patent-medicene type of therapy in which the individual swallows an aspirin

> to relieve the pain without making any real effort to cure the basic ailment. The maladjusted young readers of this type usually seek books as a refuge from reality. In this group are the escape-literature artists who continually resort to this crutch without any real intent of using it as a means of progressing to independence.[58]

Subjects in this category, significantly, would usually respond superficially on the library service section of the preliminary questionnaire. For example, one subject made the most positive response to the first four questions, which were to measure the extent of positive interaction with librarians in specific encounters. This subject then answered to the fifth question that his attitude towards librarians was indifferent because he had never encountered one. This section of the preliminary questionnaire will also be revised to effect a more valid response. The significance of this disclosure for librarians is to re-emphasize the fact that these young people are in need of particular attention when they enter the library to try to find books.

This study, then, will relate the effectiveness of the library service which the subjects have encountered with their "psychoreading" level. Thus, the field of librarianship will receive researched evidence of what role the library plays in the psychoreading process and what need the subjects feel for extended library services which affect their obtainment of reading materials.

Even as "no advanced economy or society can function, and no less developed society can advance, without making a major, intensive use of books,"[59] neither can the psychologically developed

individual function, nor the less psychologically developed individual advance, without obtaining and interrelating intensively and creatively with the quality books which the librarian should be prepared to provide.

This study will attempt to substantiate that supposition through its research design so that librarians will come to a fuller realization that theirs is the vital responsibility of providing the quality books which can promote the psychological development of each individual. Ours should be the knowledge that the development of a private, mature identity is not a hopeless task in this electric age which to many seems so threatening. We, as librarians, can do something about it, if we are determined.

RESULTS OF THE STUDY

The questionnaire was administered to 34 students in the English classes of one professor at K.S.T.C. Correlation coefficients were computed for the relationships between the following sections of the questionnaire: (1) Psychological Development/Quality Reading (2) Psychological Development/ Library Service (3) Quality Reading/Library Service (4) Psycho-Reading Level/Library Service. The psychological development score for each subject was determined by adding the number of correct responses on pages one and two of the questionnaire (negative answers to questions 1-5; positive answers to questions 6-20). The quality reading level score was determined for each subject by counting each letter written on pages three and four as one point (except letter F), each positive response to the five questions on the upper portion of page three, and adding these points together. The psycho-reading level score was determined by adding the psychological development score with the quality reading level score. The library service score was determined for each subject by counting one point for the first four responses on the lower portion of page four, which were positive, and one point for a negative answer to question five. These points were then added to the total number of points scored on the multiple choice section on pages 6-7. Each multiple choice answer counted from zero to four points with "A" being the high score.

The Pearson Coefficient of Correlation Formula was used to determine the relationship between the four elements of the questionnaire. The formula is:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

N = number of subjects; Σ = sum of; x = individual score of one section; y = individual score of other section

Computation was aided by a manual calculator which computed the values of Σx^2, $2\Sigma xy$, Σy^2, Σx, Σy. Each subject's score was punched into two columns on the left of the calculator for one section of the questionnaire, and on two columns on the right hand side of the calculator for the other section. The cumulative multiplier was then punched after each pair of scores had been entered onto the machine. The numeric values could then be substituted for each corresponding symbolic value of the formula. The steps of the formula were then carried out to find the correlation coefficient. The results for each computation are:

(1) Psychological Development and Quality Reading Level: .176

(2) Psychological development and Library Service: -.73

(3) Quality Reading Level and Library Service: .08

(4) Psycho-reading Level and Library Service: .33

Any correlation coefficient between 0 and 1 represents a positive correlation. Any score between -1 and 0 represents a

a negative correlation. Zero represents no correlation at all. Positive one represents a perfect positive correlation. Negative one represents a perfect negative correlation.

This study, as with exploratory studies in general, attempts to break ground for further study, primarily, by establishing that the new approach to the problem is worthwhile and of valid foundation. The fact that two of the correlations seem dangerously close to zero and a third seems precariously low, by no means invalidates the study. A positive correlation between psychological development and quality reading did obtain, as hypothesized. Even though it is a low positive correlation, J. P. Guilford states: "When one is investigating a purely theoretical problem, even very low correlations, if statistically significant (most probably not zero), are often very indicative of a psychological law."[60]

Also, Guilford states that "the fact that the correlation coefficient is small may merely mean that the measurement situation is contaminated by some factor(s) uncontrolled or not held constant."[61] The interfering factors must be analyzed before the correlation coeficients can be understood clearly.

Some of the interfering factors which may have "contaminated" the results of this study are included in the following outline.

I. Misinterpretation, confusion, or avoidance of questions and instructions.

A. Perhaps the greatest instance occurred in

the Quality Reading section of the questionnaire. Some subjects did not complete this section fully, particulary the nonfiction subsection. Even with the instruction: "Textbooks may be included," and re-emphasis on the part of the professor administering the questionnaires, six of the subjects did not fully complete the section. This omission probably influenced the correlation results, particularly between psychological development and quality reading, making it lower than it might have been if the section would have been fully completed in all cases.

B. In the yes/no questions concerning the general reaction of the subject towards reading (top of page three), some subjects checked both yes and no to question four: "Are books of greater value and/or interest to you than other media such as TV, Movies, or records?" Qualificationswere sometimes written in by the subject and one did not respond at all. Evaluating books in terms of other media seemed difficult for the subjects on an either/or bases.

C. The subsection for library service, asking for general evaluations with yes/no answers also posed problems. To question one: "Is the library a place you like to be in?" one subject changed an original no response to yes. One checked both yes and no, and one refused to answer, writing in "abstention".

Question two: "Do you ever get excited over finding new materials which you need in the library?" brought 24 positive responses and 9 negative responses. However, the validity of some positive responses

was undercut by such added comments as "a rare occasion" and "because it almost never happens". One subject did not respond.

Some subjects could not answer question five: "Are library fines too high, in your opinion?" because they were "not sure what they are". Two of the four who did not answer wrote in question marks and one stipulated a yes response with: "for reserve books".

A triple X as a positive response to question four: "Do your teachers frequently make assignments which require library use?" was not translatable in the tallying process, and another abstention occurred on question three: "Does the library building provide a pleasant, attractive environment for you?"

II. Differing degrees of library orientation among the subjects tested.

It was discovered that the underclassmen were engaged in a rigorous library orientation program supervised by their freshmen English Composition instructors. This could account for the lack of increase in positive response to library service according to grade.

Results according to percentage breakdowns are appended along with scatter diagrams of the correlation data. Percentage breakdowns of the psychological development section revealed a 6% invalid transition between Stage I and Stage II. Psychological development is cumulative, the successful functioning on each of the first three levels lying in their transcendence. 64% of the responses to questions concerning stages II and III

indicated successful functioning at those levels, whereas only 58% of the responses to the stage I questions indicated successful functioning. This would seem to indicate unresolved conflicts which probably carried over into other sections of the questionnaire and affected the correlation coefficients.

CONCLUSIONS AND RECOMMENDATIONS

The positive correlation coefficients which the psychological level was computed to have with quality reading, and the positive correlation which the psycho-reading level was computed to have with library service indicates that reading and psychological development could very well be mutally supportive. It also indicates that those engaged in quality reading pursuits are likely to be in positive interaction with library services, at least to some degree.

Considering only the degree of psychological development, in relation to library service, however, it seems apparent that more mature individuals are likely to be more critical of library service, as revealed in the rather high negative correlation coefficient between psychological development scores and library service scores. It might also be concluded that such individuals make greater demands on the library. The "undergraduate collection" which the K.S.T.C. library promotes, rather than a "research collection," might be less than adequate for their reading needs. The negative correlation might have been even greater if only the scores of those effecting a valid transition between stages I and II had been considered.

The positive correlation between the psycho-reading level and library service seems to indicate that the combination of these two scores is a questionable procedure and should be further tested before being considered a valid measure.

The percentage breakdowns indicated that most of the college students tested are at the stage II-III level, as expected, with emerging signs of stage IV development. However, the fact that 6% of the subjects had not mastered stage I before attesting to attributes of the later stages, seems to reveal that superficial behavior is probably obtaining in the guise of more mature behavior more often than one would like to think. This would seem to place more responsibility upon the library to stimulate creative, reality-oriented thinking through quality reading experiences.

The percentages of the library service section reveal that the library is functioning far below any optimum level of service, at least according to students. It appears that quality reading experiences, moreover, are not being met with an equal level of positive reactions to library service. Future studies might well focus upon the consideration of the need for readers' advisory programs. Only one question of the questionnaire dealt directly with this issue. Almost 30% of the subjects expressed optimum interest in participating in such a program.

Also, attention might be further focused upon the definition of quality reading as librarians understand it. What consideration librarians give to the quality of reading materials as they order and as they weed, seems an important area for further investigation.

Most of all, it appears that because this study indicates

that psychological development does correlate positively with quality reading experiences, whereas psychological development correlates negatively with library service, more research should be conducted to examine library deficiencies in regard to psychological needs of the patrons.

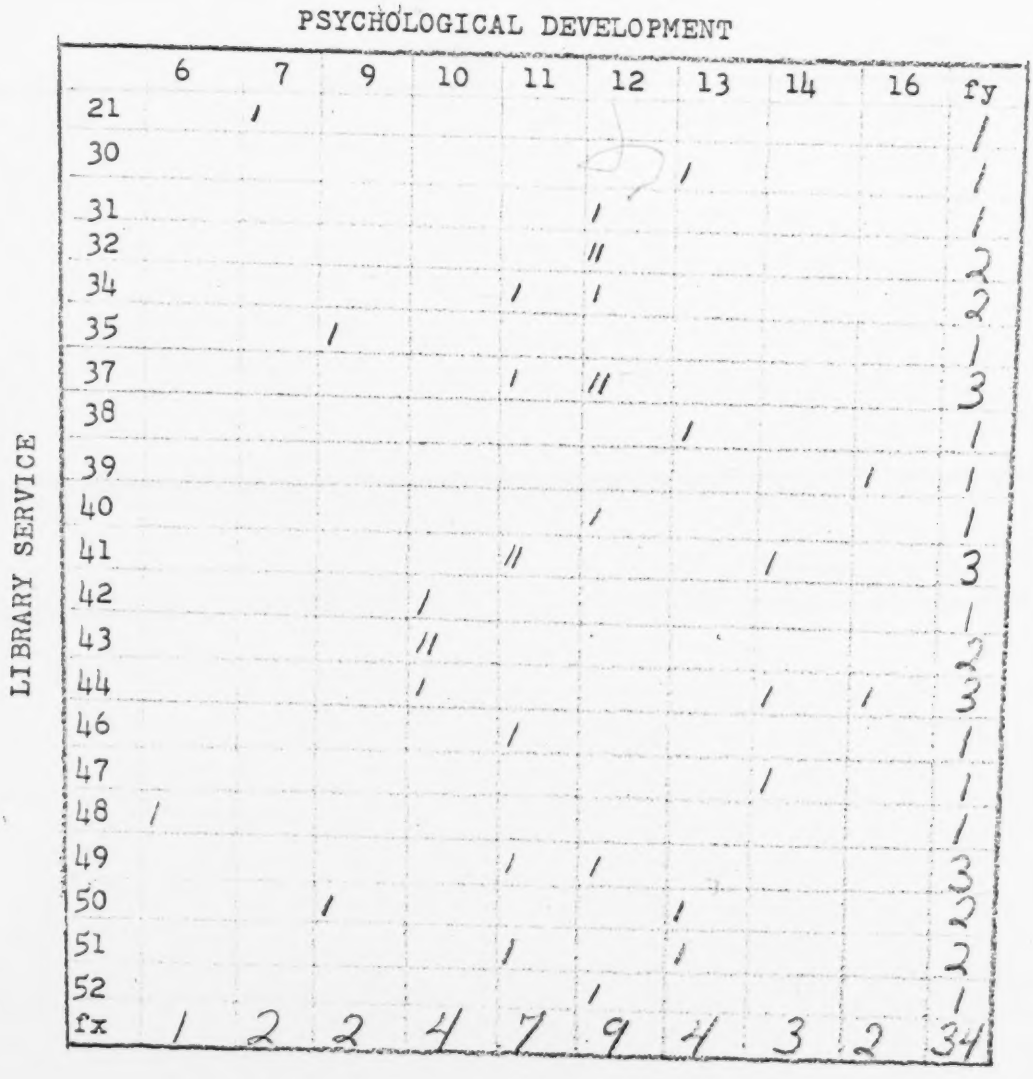
SCATTER DIAGRAM FOR CORRELATION COEFFICIENT
PSYCHOLOGICAL DEVELOPMENT/QUALITY READING

PSYCHOLOGICAL DEVELOPMENT

QUALITY READING LEVEL	6	7	9	10	11	12	13	14	16	fy
2					/					1
3				/	/			/		3
4						/				1
5					/					1
6		/				/				1
7								/		1
8							/		/	3
9				/		//				3
11			//			/	//			5
13									/	1
14				/		/				2
15						/				1
16					/					1
17					/					1
18						//				2
21		/				/	/			3
23					/					1
26	/			/						2
31								/		1
41					/					1
fx	1	2	2	4	7	9	4	3	2	34

.176 = Correlation Coefficient

SCATTER DIAGRAM FOR CORRELATION COEFFICIENT
PSYCHOLOGICAL DEVELOPMENT/LIBRARY SERVICE



-.73 = Correlation Coefficient

SCATTER DIAGRAM FOR CORRELATION COEFFICIENT: QUALITY READING/LIBRARY SERVICE

QUALITY READING

LIBRARY SERVICE	2	3	4	5	6	7	8	9	11	13	14	15	16	17	18	21	23	26	31	41	fy
21							/														1
30																/					1
31											/										1
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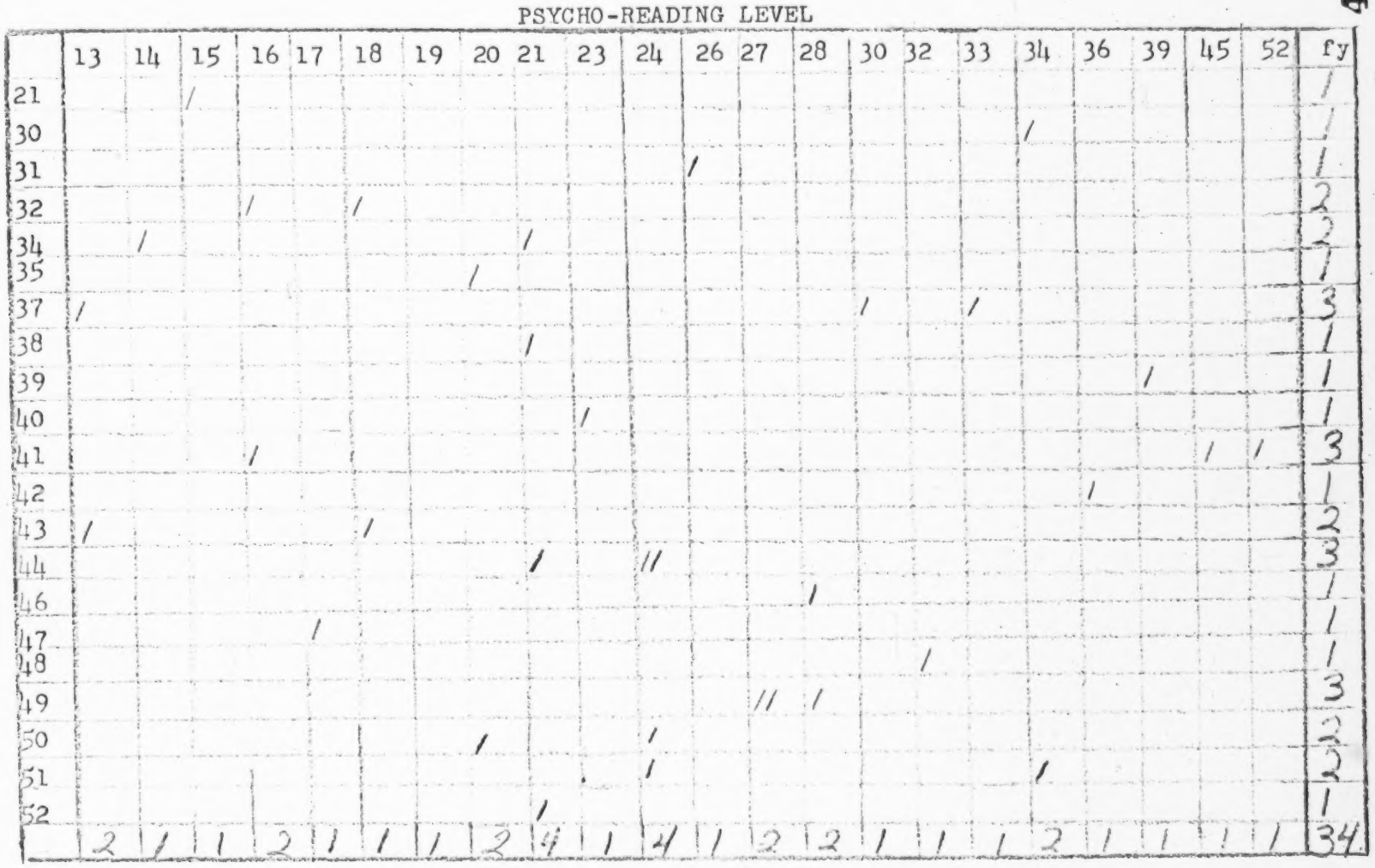
52								/													1
fx	1	3	1	1	1	1	3	3	5	1	2	1	1	1	1	3	1	2	1	1	34

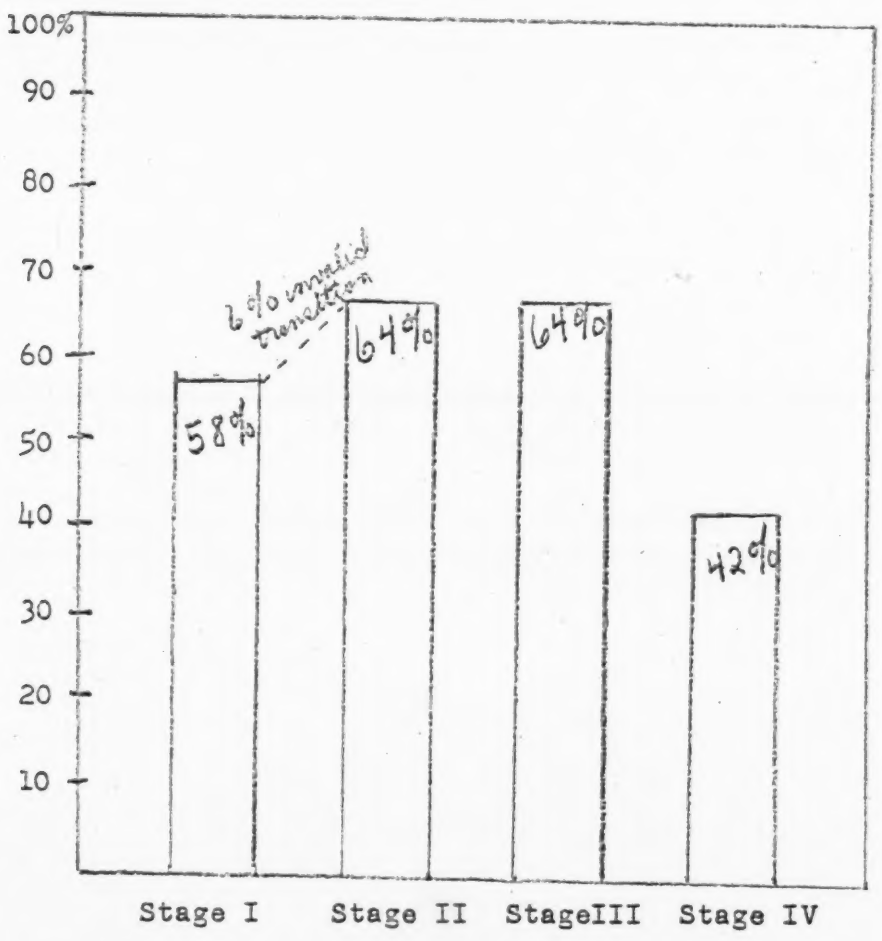
Correlation Coefficient = .08

SCATTER DIAGRAM FOR CORRELATION COEFFICIENT: PSYCHO-READING/LIBRARY SERVICE

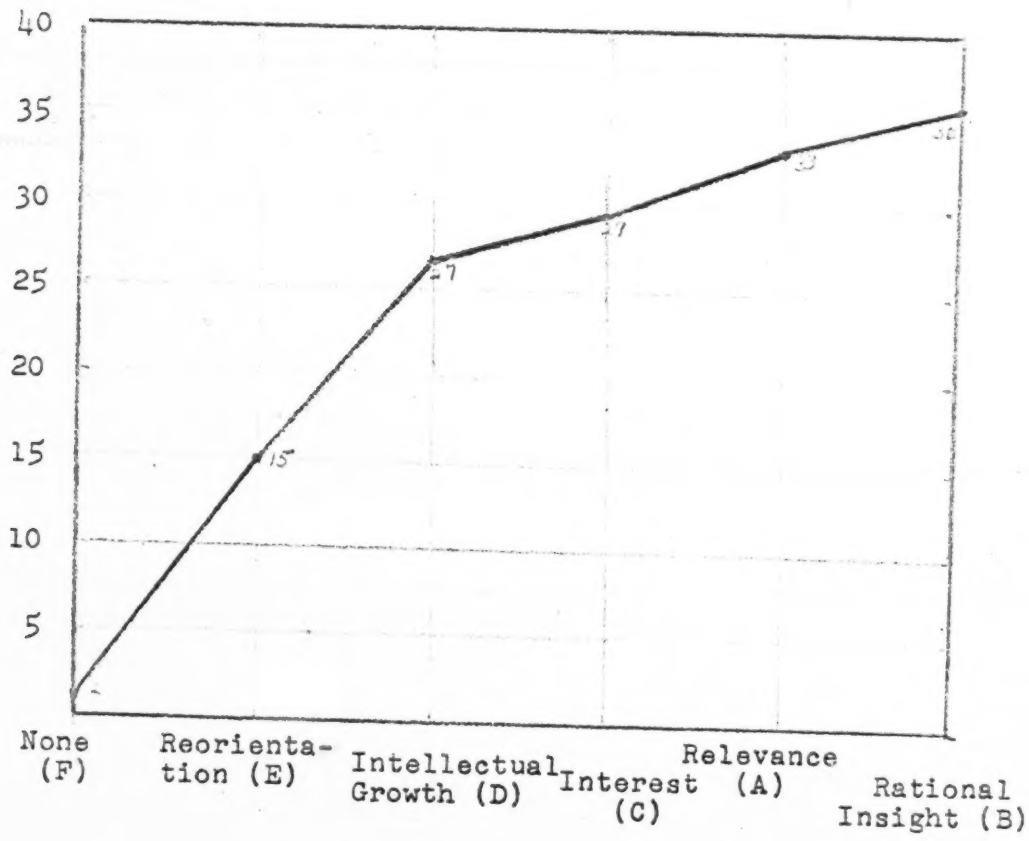


.33 = Correlation Coefficient

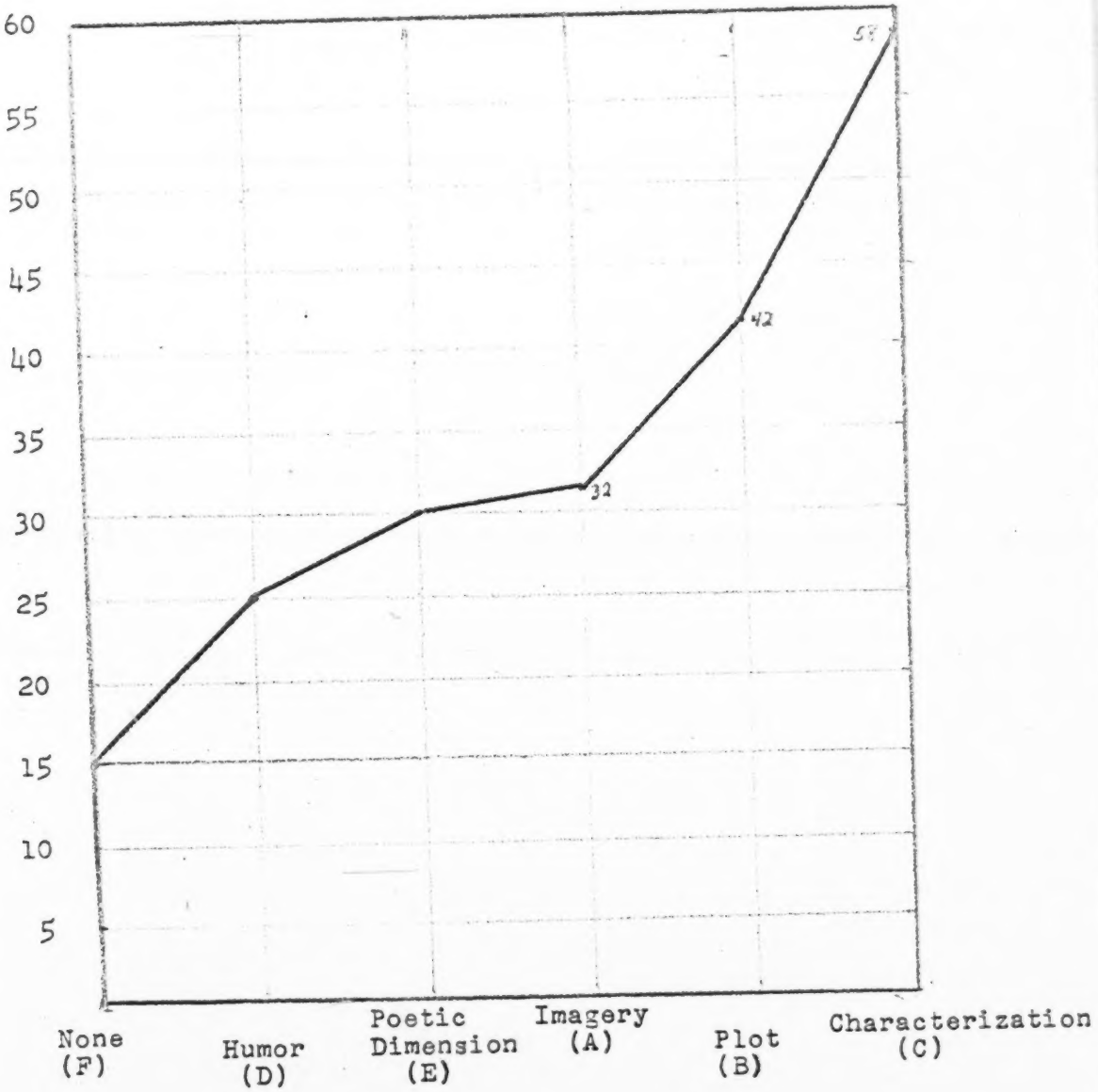
PSYCHOLOGICAL DEVELOPMENT: PERCENTAGE OF APPROPRIATE RESPONSE FOR EACH STAGE



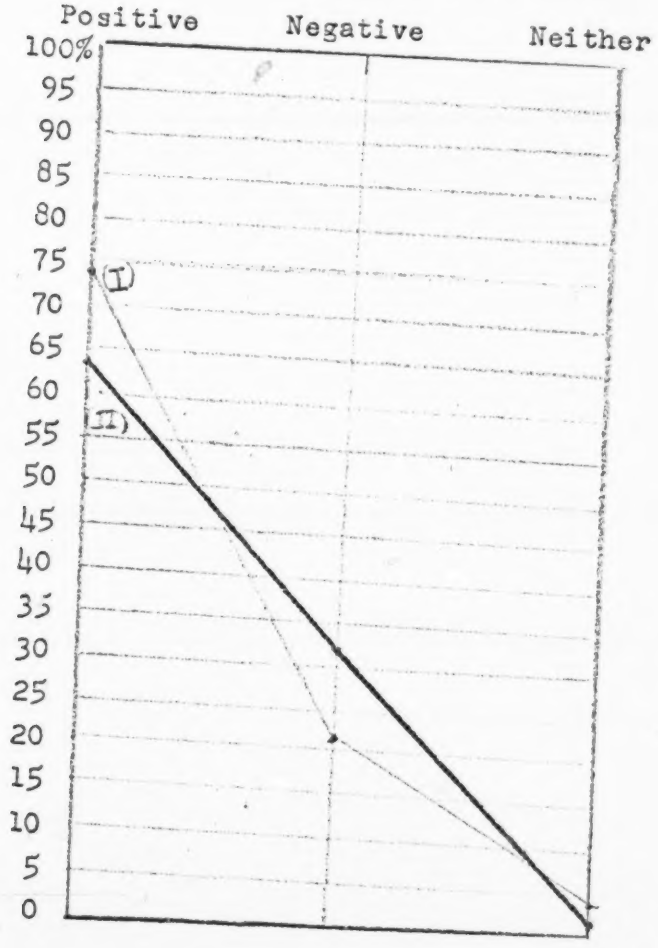
NONFICTION: TOTAL NUMBER OF QUALITY READING RESPONSES
ACCORDING TO ASPECTS SPECIFIED IN QUESTIONNAIRE



FICTION: TOTAL NUMBER OF QUALITY READING RESPONSES ACCORDING TO ASPECTS SPECIFIED

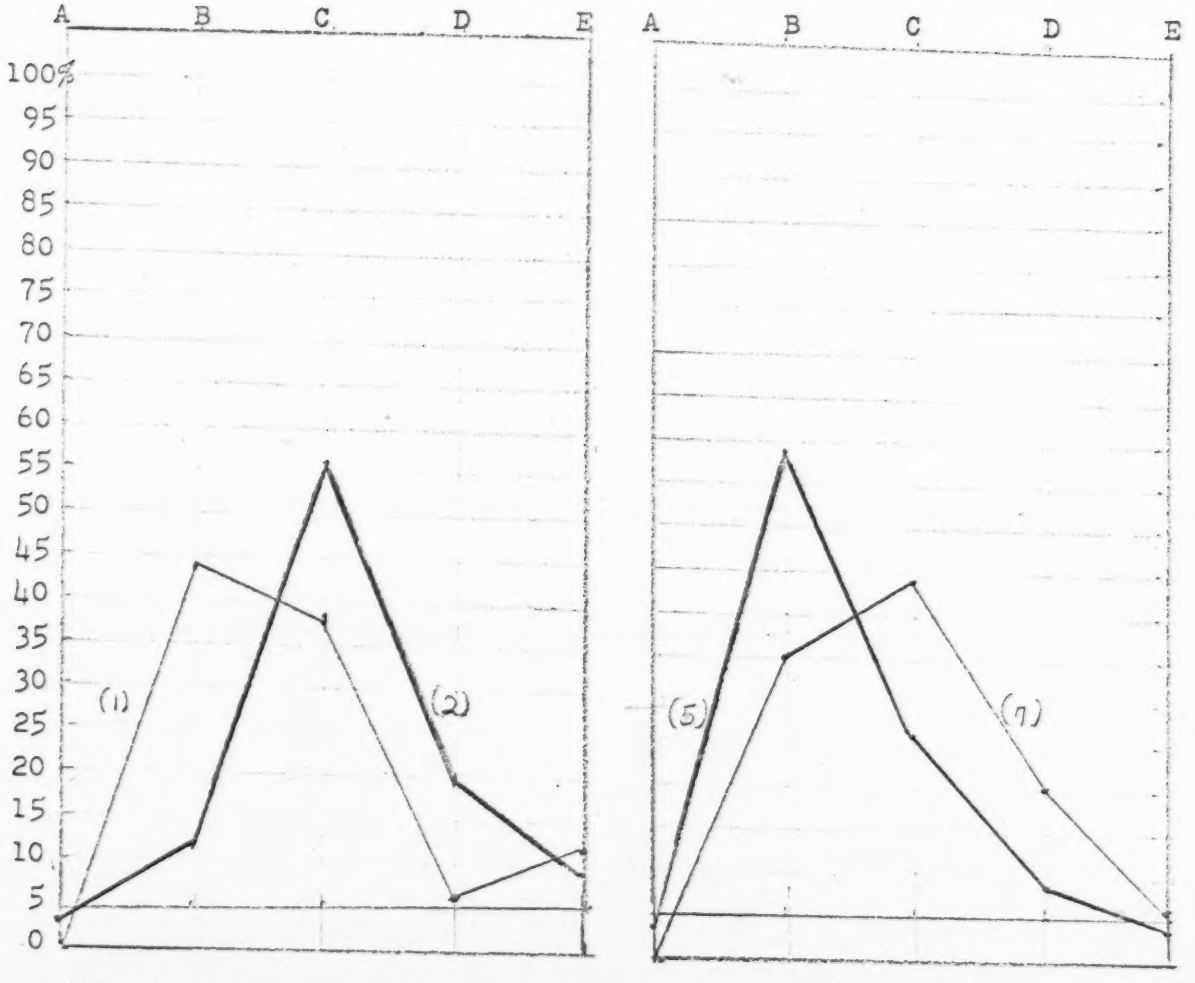


READING AND LIBRARY SERVICE:
PERCENTAGE OF POSITIVE RESPONSES TO QUESTIONS
1-5, p. 3; 1-5, p.4



(I) Reading
(II) Library Service

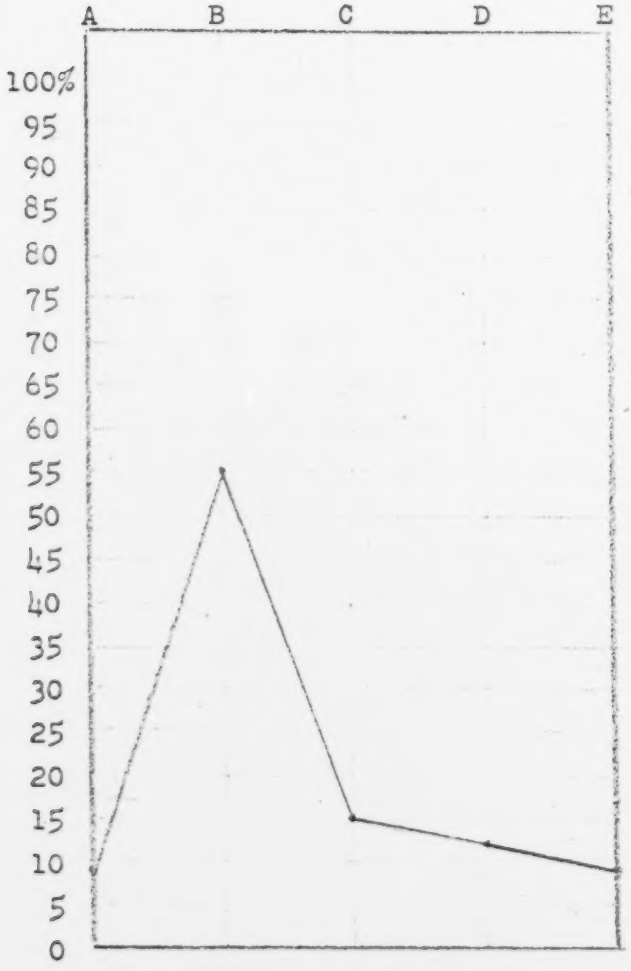
READERS SERVICES: PERCENTAGE OF RESPONSES TO QUESTIONS 1, 2; 5, 7



(1) Individual Reading Needs
(2) Success in Self Selection

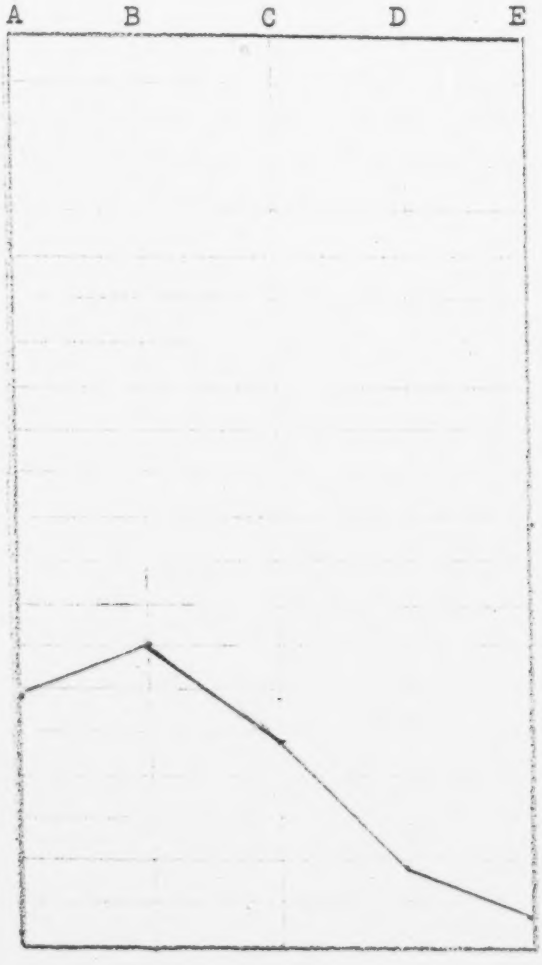
(5) Help in Finding Additional Materials
(7) Attitude Towards Librarians

READERS SERVICES: PERCENTAGE OF PERSPONSE TO QUESTION 6



(6) Receptiveness of Librarians to Special Interest Questions

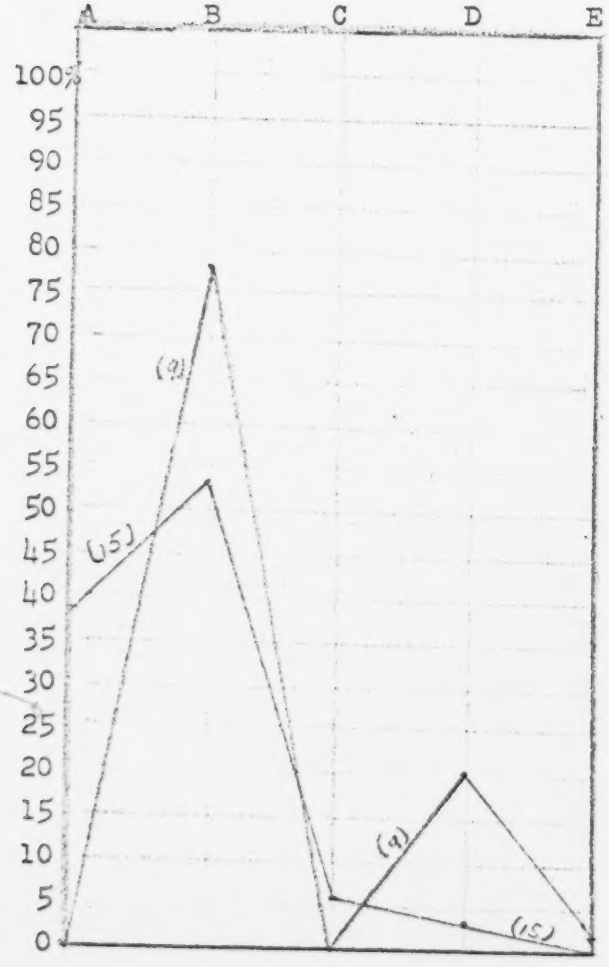
READERS ADVISORY: PERCENTAGE OF RESPONSE TO QUESTION 13



(13) Desire for a Definite Readers Advisory Program

TECHNICAL SERVICES:

PERCENTAGE OF RESPONSES
TO QUESTIONS 9, 15

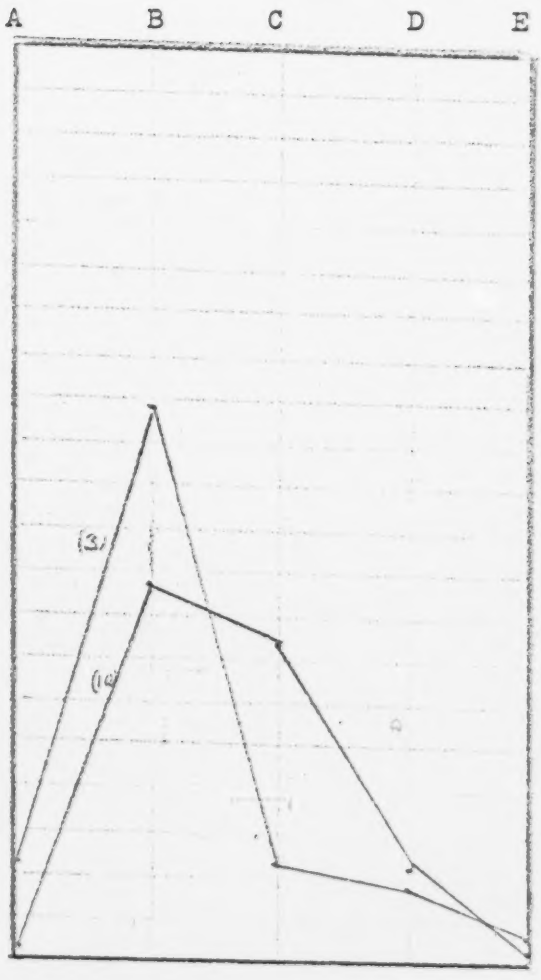


(9) Possession of Desired Materials by the Library

(15) Ease of use of the Card Catalog

CIRCULATION:

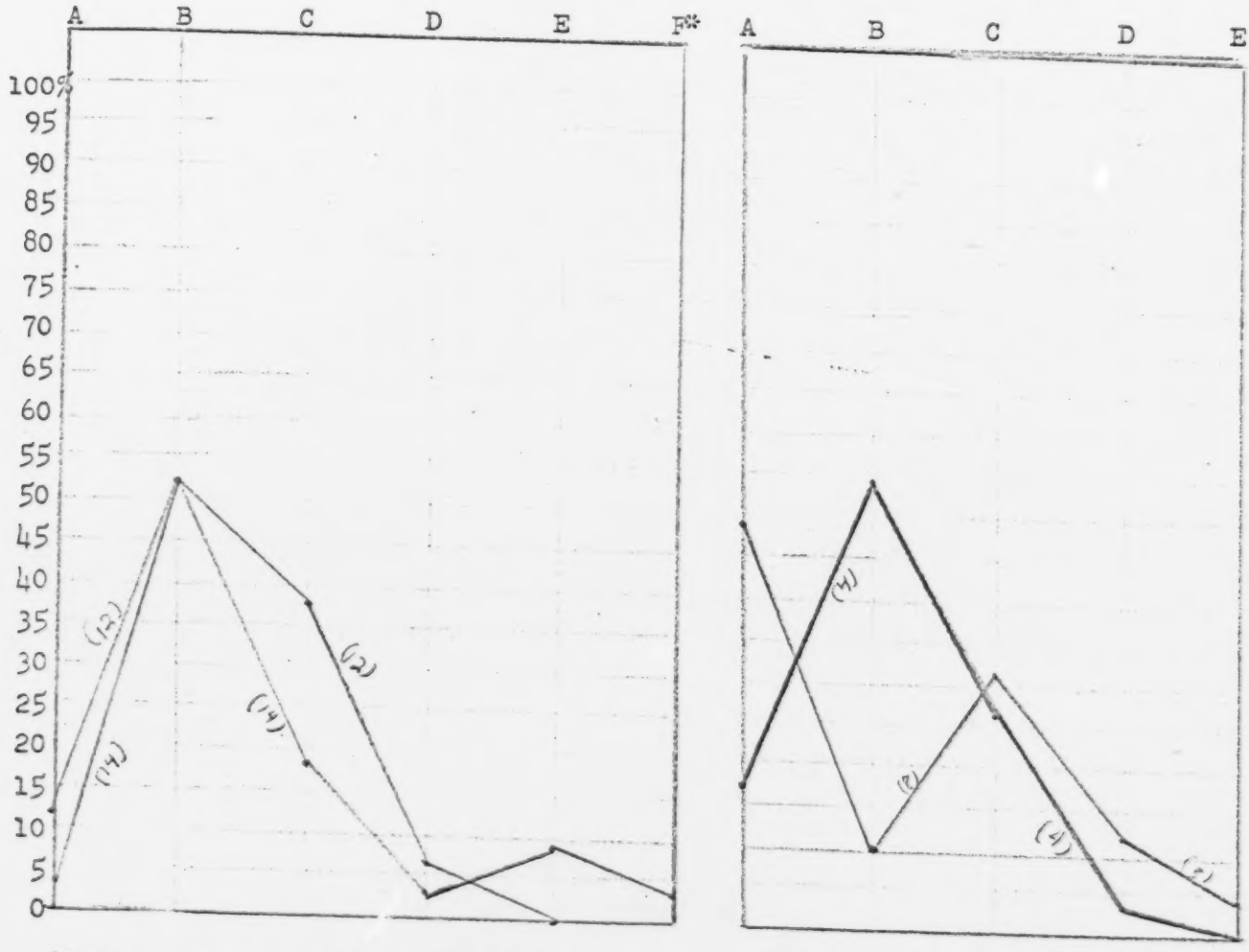
PERCENTAGE OF RESPONSES
TO QUESTIONS 3, 10



(3) Ease of Check-out Procedure

(10) Availability of Books

PUBLIC RELATIONS: PERCENTAGE OF
RESPONSES TO QUESTIONS 12, 14; 4, 8



(12) General Reaction to Library Service

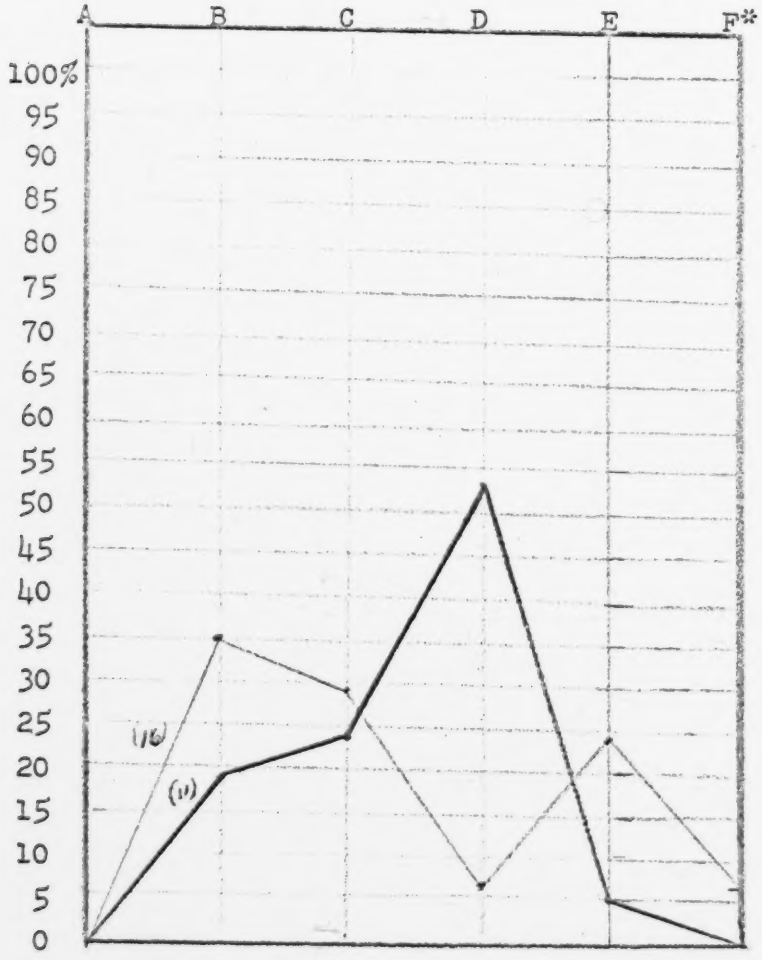
(14) Relevance to Current Issues

(4) Convenience of Library Hours

(8) Dependence on K.S.T.C Library for Books

*F= No Response

PUBLIC RELATIONS: PERCENTAGE OF RESPONSES TO QUESTIONS 11, 16



(11) Book displays, Bulletin Boards, Posters, etc.

(16) Channels of Communication

*F=No Response

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MALE__ FEMALE__ FRESH.__ SOPH.__ JR.__ SR.__ GRAD.__ AGE__

ANSWER AS IF YOU WERE IN THE FOLLOWING CIRCUMSTANCES:

1. Barbara wishes to play professional football. Her parents object. Should she comply with their wishes?

YES____ NO____

2. You are invited to a formal function. Everyone is asked to wear a flower in lapel or corsage. Would you make sure to do so, even if inconvenient?

YES____ NO____

3. This is leap year, but your parents don't believe in that convention. You've become engaged via girl asks boy. Would your parents' disapproval alone cause you to break the engagement?

YES____ NO____

4. If all your friends smoked grass and you didn't, would you smoke it once in a while, anyway, when they were around? YES____ NO____

5. In the face of an important decision, wouldn't you trust a more experienced opinion rather than taking a chance on your own?

YES____ NO____

HAVE YOU ENCOUNTERED OR ARE YOU ENCOUNTERING ANY OF THE FOLLOWING:

6. A commitment to a cause or individual which creates or could create a great conflict for you with the "powers that be"?

YES____ NO____

7. An intimacy with another person which made or makes all other considerations seem irrelevant in comparison?

YES____ NO____

8. Times when you spent or spend a great deal of time "aommuning with "yourself"? YES____ NO____

9. A feeling of total enthusiasm for a specific activity or concern?

YES____ NO____

10. An experience like a break-through, as if your life had just begun?

YES____ NO____

HAVE YOU FELT, OR DO YOU FEEL THE FOLLOWING:

11. A desire to challenge the obvious shortcomings of those who exert power over you?

YES____ NO____

12. A disenchantment with certain ideals and beliefs which previously seemed of great value to you?

YES____ NO____

13. Great resentment that unsympathetic persons or agencies have intervened between you and your desires or expectations?

YES____ NO____

14. An impulse to "put-on" people rather than to descend to their level? YES____ NO____

15. A distaste for adapting to the behavioral standards of others?

YES____ NO____

ANSWER THE FOLLOWING AS TRUTHFULLY AS POSSIBLE:

16. Do you feel as if your major internal conflicts are behind you?

YES____ NO____

17. Does your environment seem to allow for the long range accomplishment of your goals? YES____ NO____

18. Are there times when you experience a nostalgia for a more emotional though more traumatic period of your past?

YES____ NO____

19. Would the disagreement of others towards your opinions seem unimportant to you, even if it threatened your social standing and prestige?

YES____ NO____

20. At this time in your life, do you have great expectations for the future, which you know can be realized?

YES____ NO____

1. Do you consider reading an important part of your mental activity?

YES____ NO____

2. Do you read books for your own enjoyment and knowledge rather than just for class requirements?

YES____ NO____

3. Do you seek out books on topics of your special interests?

YES____ NO____

4. Are books of greater value and/or interest to you than other media such as TV, movies, or records?

YES____ NO____

5. Have books played a major role in developing any of your major attitudes and concepts of life?

PUT THE LETTERS OF THOSE FOLLOWING STATEMENTS, WHICH APPLY, AFTER THE NAMES OR SUBJECTS OF NONFICTION BOOKS YOU HAVE RECENTLY READ.

A. The book provided facts which I was able to relate to existing conditions.

B. I discovered new insights into the subject which I had not previously realized fully.

C. The complexity or unusualness of the aspects considered in the book were intriguing and held my interest.

D. I felt an enthusiastic reaction to the book's content because it contributed to my intellectual growth.

E. When I analyzed the facts in the book and compared them to other facts, I was able to formulate new conclusions of my own.

F. None of the above.

TITLE OF NONFICTION BOOK &/OR SUBJECT (TEXTBOOKS MAY BE INCLUDED)	LETTER(S) OF STATEMENTS WHICH APPLY
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

PUT THE LETTERS OF THOSE FOLLOWING STATEMENTS WHICH APPLY, AFTER THE NAMES, AUTHORS, OR SUBJECTS OF FICTION (NOVELS PLAYS, SHORT STORIES) YOU HAVE READ RECENTLY.

A. It contained a fresh, new set of imagery which seemed to expand my imaginative powers.

B. The plot corrolated with real-life happenings but exposed many contradictory, questionable elements of life.

C. The characters inspired sympathetic identification and yet revealed valuable insights into human nature.

D. Humor, or satire, was employed to expose incongruities explosively.

E. It communicated on a deep level so that I experienced an emotional reaction.

F. None of the above.

	TITLE, &/OR AUTHOR, &/OR SUBJECT OF RECENTLY READ NOVEL, PLAY, OR SHORT STORY	LETTER(S) OF STATEMENTS WHICH APPLY
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

1. Is the library a place you like to be in?

YES____ NO____

2. Do you ever get excited over finding new material which you need, in the library?

YES____ NO____

3. Does the library building provide a pleasant, attractive environment for you?

YES____ NO____

4. Do your teachers frequently make assignments which require library use?

YES____ NO____

5. Are library fines too high, in your opinion?

YES____ NO____

CIRCLE THE ANSWER WHICH MOST ACCURATELY REFLECTS YOUR OPINION.

1. Do you feel you receive from library personnel:
a. The best possible service for your individual reading needs b. Good service to find the best books for you. c. Adequate service to find satisfactory reading materials for you. d. Service which is not personalized enough to be adequate to your reading needs. e. None of the above applies.

2. Do you believe that books you have recently selected from the library have been:
a. Always just the right books you needed. b. Usually books which have been good for your needs. c. Usually books which have been adequate, but not especially good. d. Books which turned out to be inappropriate for what you needed. e. None of the above apply.

3. In checking out books, is the procedure:
a. Always quick, easy and pleasant. b. Usually a smooth operation. c. Often bothersome and seems unnecessarily time-comsuming. d. Usually a real pain. e. None of the above apply.

4. Is the library:
a. Always open when you want to use it. b. Almost always open at the right times for you. c. Closed a lot of times when you would like to use it. d. Never open at the right times. e. None of the above apply.

5. Do librarians go out of their way to make helpful suggestions to you for finding additional materials:
a. Always. b. Sometimes c. Rarely d. Only when you are persistent. e. None of the above apply.

6. Would you feel free and comfortable to ask for suggestions for finding books in your special interest areas from:
a. All of the librarians you've dealt with recently. b. Most of the librarians you've dealt with recently. c. One librarian in particular whom you've dealt with recetly. d. None of the lib librarians you've dealt with or seen around. e. None of the above apply.

7. Is your attitude toward librarians one of:
a. Fond respect and trust b. Appreciation for their good services most of the time c. Acceptance of their adequate services d. Disappointment with their poor service e. None of the above apply.

8. Do you get most of your books from:
a. KSTC library b. Another library c. Bookstores d. Friends e. None of the above

9. Are the books you want from the library:
a. Always available in the library b. Usually available in the library d. Never available in the library so that you can find them e. None of the above apply

10. Are the books you want from the library:
a. Always on the shelves b. Checked out be someone else sometimes c. Listed in the card catalog but sometimes unaccounted for d. Not listed in the card catalog at all sometimes e. None of the above apply.

11. Do book display, bulletin board display, or other library goodies:

a. Spark your curiosity so that you go to get one of the books right away b. Seem interesting so that you think about getting the book even if you don't get it right away c. Catch your attention so that you remember the name of the book even if you don't want to get it. d. Hardly catch you attention at all, or turns you off. d. None of the above apply.

12. Is your general reaction to the library and its service:

a. Enthusiastic b. Generally favorable c. So-so d. Unfavorable e. None of the above apply.

13. If a service were provided by the library to help guide your specific reading interests, would you feel:

a. Greatly interested in taking advantage of the service b. Somewhat interested in using the service c. Mildly interested in it d. Uninterested in the service e. None of the above apply

14. Do you believe that the library:

a. Adequately focuses attention on books dealing with current issues and problems b. Functions O.K. if the books are merely in the library c. Does not get enough material on current issues and problems d. Seems to bypass many of these issues and problems e. None of the above apply

15. Does you use of the card catalog:

a. Seem easy and no problem b. Usually facilitate finding the book you need after a little hunting c. Seem difficult and trying d. Never result in finding anything e. None of the above apply

16. Do there seem to be:

a. Effective channels of communication open with library staff to make your voice heard in determining library policy b. Channel which at least exist even if they might not be easy to travel through c. Few ways you could help determine library policies at all d. 'Aint no way e. None of the above applies